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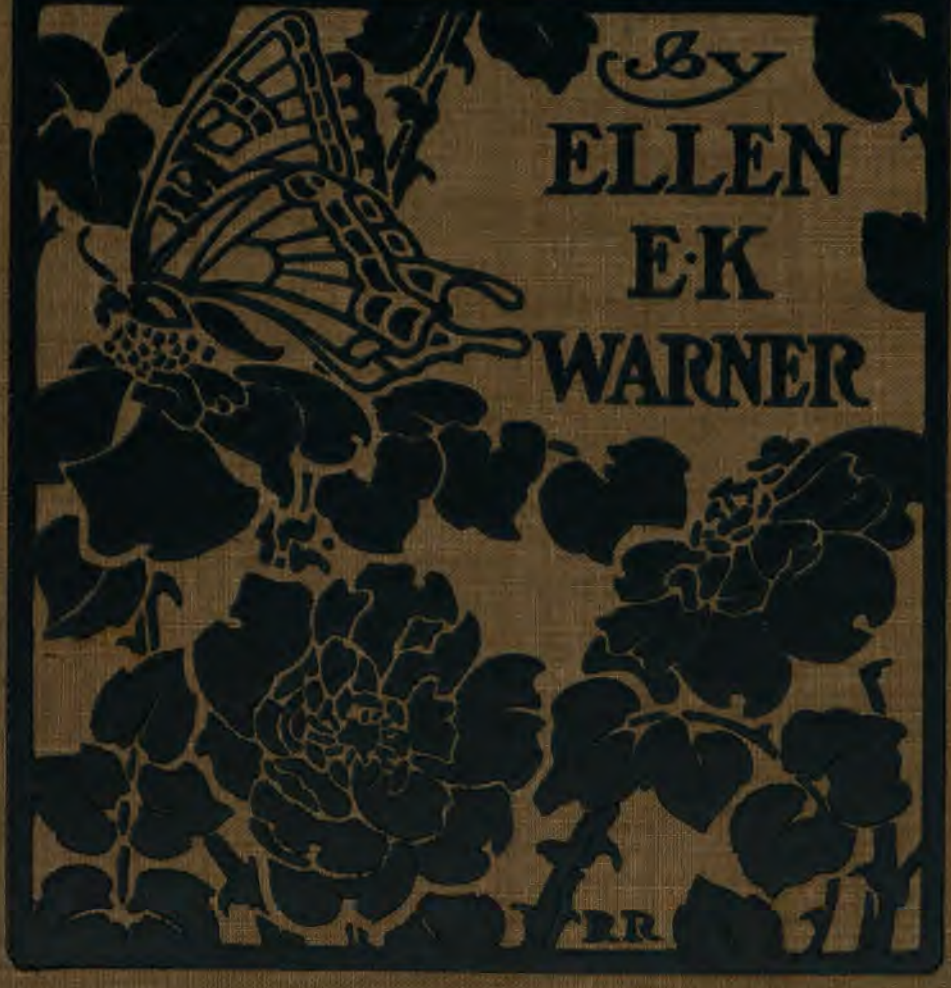
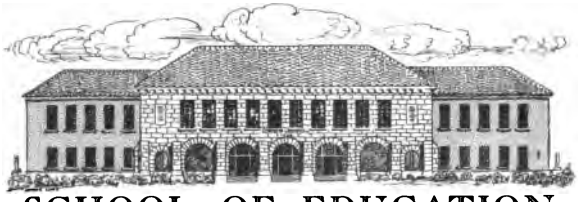


By

ELLEN E·K WARNER



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THE CULTURE READERS

EMBODYING

THE NATURAL METHOD IN READING

BY

ELLEN E. KENYON-WARNER, PD. D.

BOOK ONE—PRIMER

EDITED BY

JENNY B. MERRILL, PD. D.

ETHICAL THEME—MOTHER LOVE

NEW YORK
D. APPLETON AND COMPANY
1904

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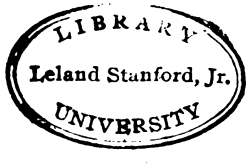


INTRODUCTION.

This Course in Reading must be taught by the Natural Method.

The Natural Method in Reading proceeds from the Whole to its Parts, from the Concrete to the Abstract and from the Known to the Unknown.

Proceeding from the Whole to its Parts, it:

1. Presents an entire composition, chosen from familiar child literature.

2. Compares this with other such forms, showing resemblances, identities and differences, and gathering in this way an initial vocabulary of written words.

3. Continues this broad comparison by introducing the printed forms of the compositions studied, thus reviewing, deepening and extending the impressions received during first study.

4. Groups some of the words of the vocabulary thus fixed, according to resemblances in initial sound and form, studying first the sounds that blend.

5. Reviews and fixes the knowledge thus gained by immediately applying the word parts discovered, in the construction of new words, thus extending the vocabulary in the easiest possible manner.

6. Continues the resolution of words into their parts by progressive analysis, until the elemental material of word structure is discovered. After sufficiently generous treatment, this material is gathered together, named the Alphabet, and memorized in a song.

Proceeding from the Concrete to the Abstract, it:

1. Presents subjects of intrinsic thought already familiar to the child, clothed in their written forms.

2. Compares such written forms for their general correspondence to the uttered thought.

3. Examines these forms for the closer correspondence of word to idea and of word part to sound.

4. Teaches through copious practice in word analysis and construction the laws of word structure, the highest abstraction reached in the Primer being the values of the simple vowels, and the Alphabet as a summary of word material.

Proceeding from the Known to the Unknown:

1. It bases the work of the first step upon the nursery lore and other familiar ideas possessed by the child on entering school.

2. The Known upon which the work of subsequent steps rests is the same, plus the gains of cumulative experience.

The Method is inductive, depending first upon the collation of data from language studied in the mass.

In order that the work of the first step may prepare the pupil for the work of the second step, it must be conducted according to the directions given in the Manual.

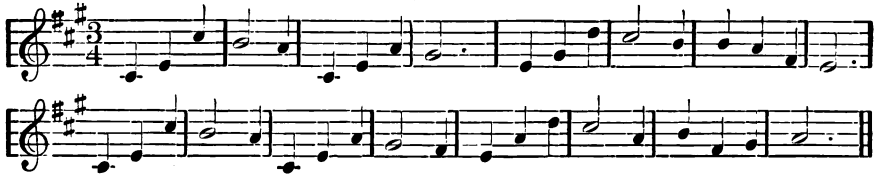
81089

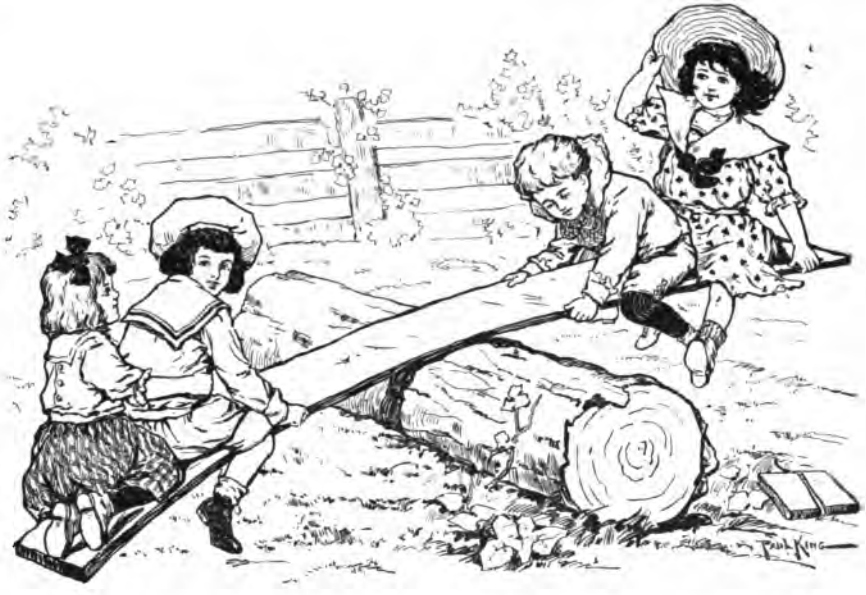
Morning. After Kaulbach.

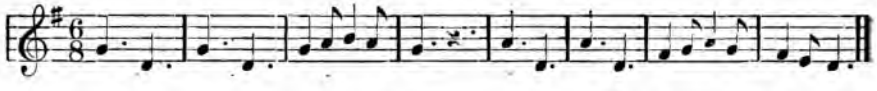
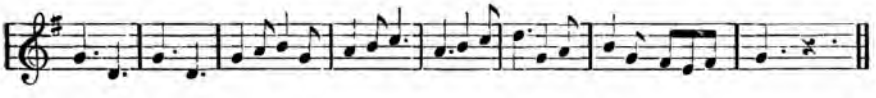
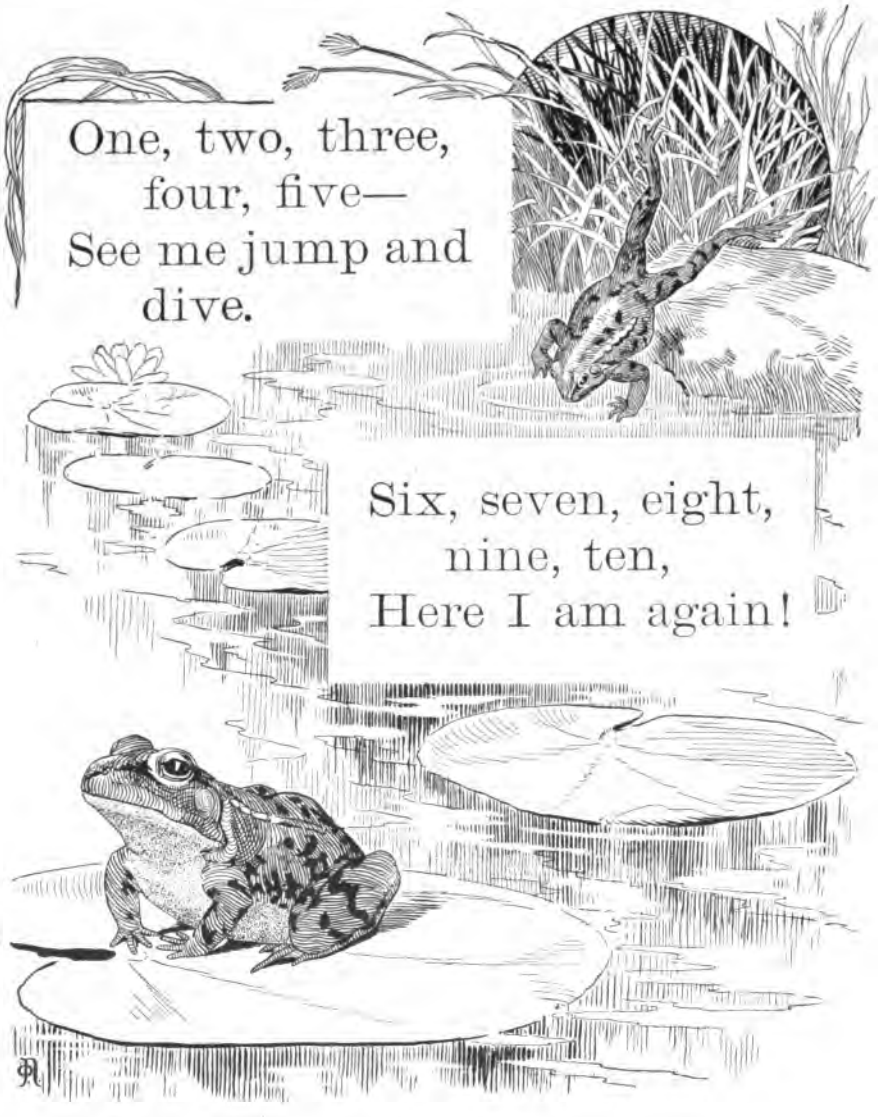
MOTHER LOVE

Rock-a-by, baby,
On the tree-top!
When the wind blows,
The cradle will rock.

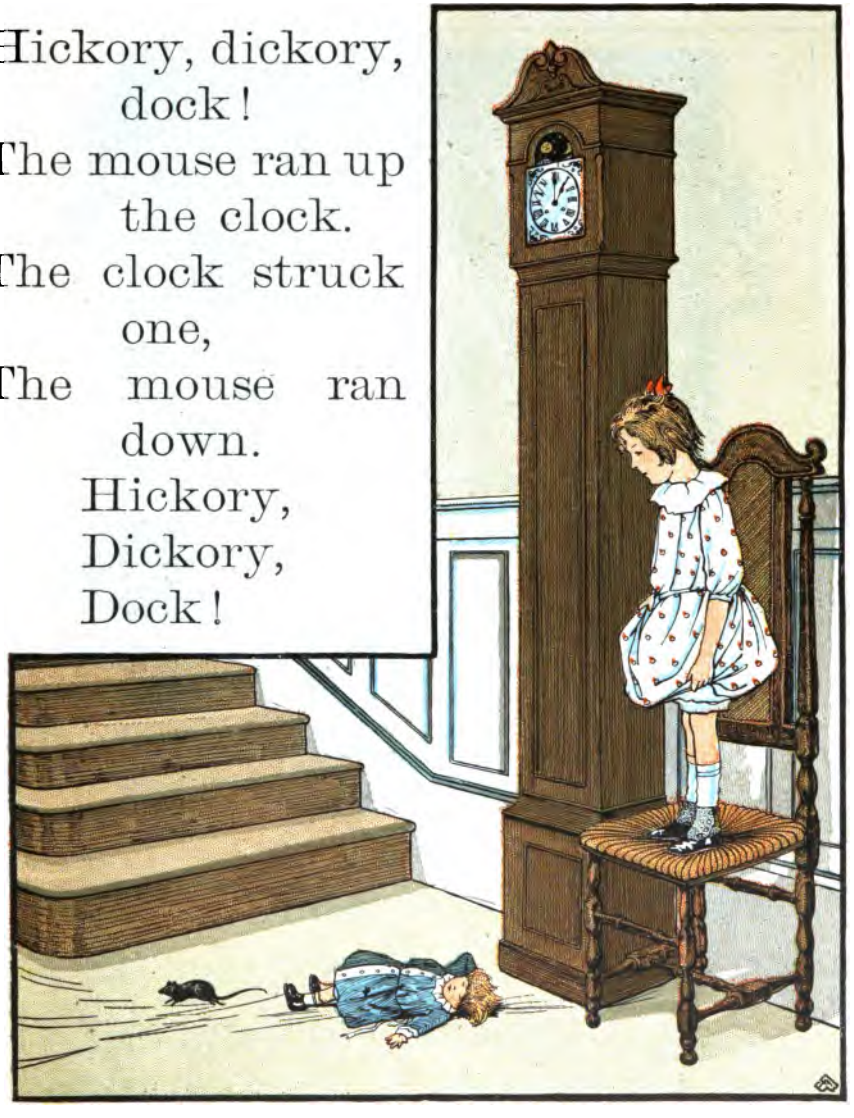
The books are not to be given to the children until the work of the First Step has been completed in script upon the blackboard. See Manual.

When the bough breaks,
The cradle will fall,
And down will come baby,
Cradle and all.

Old Mother Hubbard,
She went to the cupboard,
To get her poor dog a bone.
When she got there,
The cupboard was bare,
And so the poor dog had none.



See-saw, see-saw!
Now we're up and down.
See-saw, see-saw!
Now we're off to London town.

See-saw, see-saw!
Boys and girls, come out and play!
See-saw, see-saw!
What fun we're having to-day!


One, two, three,
four, five—
See me jump and
dive.
Six, seven, eight,
nine, ten,
Here I am again!

Hickory, dickory,
dock!
The mouse ran up
the clock.
The clock struck
one,
The mouse ran
down.
Hickory,
Dickory,
Dock!



Jack and Jill
Went up the hill,
To get a pail of water.
Jack fell down
And broke his crown,
And Jill came tumbling after.

Come Along! After Von Bremen.

Little Tommy Toddle-Toes,
No matter where he goes,
Never falls upon his nose—
Oh, no, no!

One, two,
Button my shoe.

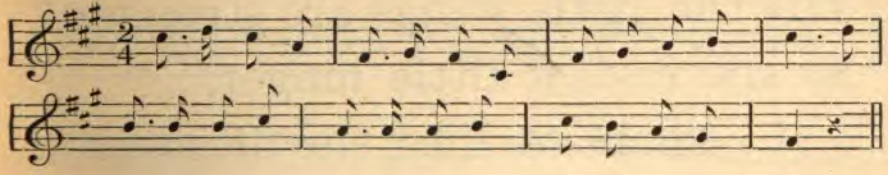
Three, four,
Lock the door.

Five, six,
Pick up sticks.

Seven, eight,
Sit up straight.

Nine, ten,
Come again!

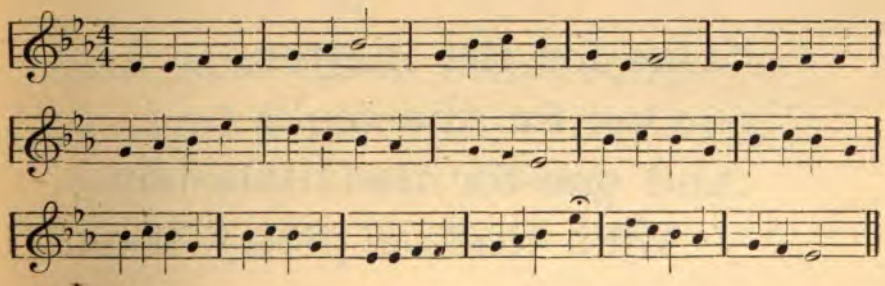
Simple Simon
Met a pieman,
Going to the fair.
Said Simple Simon
To the pieman,
"Let me taste your ware!"

Said the pieman
To Simple Simon,
"Let me see your penny."
Said Simple Simon
To the pieman,
"Sir, I haven't any!"

What does little birdie say,
In her nest, at peep of day?
"Let me fly!"
Says little birdie,
"Mother, let me fly away!"

"Birdie, rest a little longer,
Till the little wings are stronger."
So she rests a little longer,
Then she flies, she flies away.

What does little baby say,
In her bed, at peep of day?
Baby says,
Like little birdie,
"Let me rise and fly away!"

"Baby, sleep a little longer,
Till the little limbs are stronger.
If she sleeps a little longer,
Baby, too,
Shall fly away."

WHAT DOES LITTLE BIRDIE SAY?

Sheep of Berry. After Bonheur.

Ba-a, ba-a, black sheep,
Have you any wool?
"Yes sir, yes sir,
Three bags full!

"One for the master,
One for the cook,
And one for the little boy
Who reads a pretty book."

There was an old woman
Who lived in a shoe.
She had so many children,
She didn't know what to do.

She gave them some soup
And a piece of white bread,
And sang them a song
And put them to bed.

Rock-a-by
Rock
by
See-saw
See
saw
Toddle-Toes
Toddle
Toes
an old woman
an
old
woman

a cradle

her nest
her
nest
her bed
her
bed
my shoe
my
shoe
his crown
his
crown
his nose
his
nose

a rose

a saw

Little red bird, in the tree,
In the tree,
In the tree,
Little red bird, in the tree,
Sing a song for me.

Sing about the roses
On the garden wall.
Sing about the bird swing,
In the tree-top, tall.

Little red bird, in the tree,
In the tree,
In the tree,
Little red bird, in the tree,
Sing a song for me.

to get	the wind	your ware
to	wind	your
get	the hill	ware
to bed	hill	some soup
to	the tree	some
bed	tree	soup
a pail	the door	any wool
pail	door	any
a piece	the fair	wool
piece	fair	will rock
a song	The mouse	will
song	mouse	rock
a bird	the clock	Here I am
bird	clock	Here
a shoe	the master	I
shoe	master	am

Search Words.

book
many
has
like

have
two
about
my
read

I have a new book.
It has two covers.
It has many leaves.
It has many pictures.
It has stories about the pictures.
I like my new book.
I like the pictures.
I like to read the stories.

Word Study and Silent Reading.

Rock rock	Baby baby	Come come
When when	Like like	Have have
And and	If if	Yes yes
Cradle cradle	Little little	Met met
Now now	No no	Going going
Boys boys	Never never	There there
In in	Button button	birdie Birdie
Let let	Three three	Mother mother
Till till	Book book	But but
Then then	Five five	How how
Toes toes	Pick pick	to To
On on	So so	Here here
See see	Shall shall	She she
What what	One one	Who who
Says says	Sit sit	Said said

METHOD.—1. Search text in book for the above capitalized forms, as presented in **script** on blackboard. Many of the small forms will also be found. Supply the **rest.** 2. Pronounce in couples and also running up and down the columns. 3. After **script** exercise, review on printed page. Three fifteen-minute exercises. (The silent **reading** is involved in the word hunts.)

Search Words.

new
stories
birdie
Jack
to

in
little
Tommy
it
Jill
sing

1. I can read in my new book.
2. I can read the stories.
3. I can read about little birdie.
4. I can read about little Tommy Toddle-Toes.
5. I can read about Jack and Jill.
6. I can read the songs we sing.
7. I like my new book.
8. I like to read in it.

Word Study and Silent Reading.

book books	shoe shoes	like likes
cook cooks	blows blow	sing sings
bags bag	tree trees	song songs
sticks stick	top tops	pail pails
door doors	boys boy	hill hills
clock clocks	girls girl	breaks break
lock locks	hen hens	swing swings
rock rocks	bird birds	pictures picture
button buttons	peep peeps	covers cover
fall falls	sleep sleeps	dog dogs
wall walls	cradle cradles	garden gardens
wings wing	toes toe	read reads
pick picks	birdie birdies	cut cuts
limb limbs	town towns	let lets
day days	crown crowns	dock docks

METHOD.—1. Some of these words have been seen with the *s* and some without. Write the familiar form and have word hunt. Add or subtract the *s*, producing the derived form. 2. Open to this page and compare with blackboard. Word calling in script and print. The work of this page should be accomplished in two fifteen-minute exercises (Do not introduce irregular plurals at present.)

water come cradle longer

baby *me*

he *see*

get *out*

let *What*

A Tempest in a Washbowl. After Lobrichon.

1. See our baby!
2. Is he in the cradle?
3. How did he get out?
4. What is he doing?
5. He is playing with the water.
6. Shall I let him play?
7. Play a little longer, baby.
8. Then you must come to me.

Words within Words.

pieman	clock lock	swing wing
pie	didn't did	fair air
man	haven't have	away way
to-day	birdie bird	about out
to	button but	will ill
day	lived live	play lay
cupboard	we're we	mother other
cup	your you	never ever
board	longer long	tall all
Dickory	stronger strong	many any
Dick	nose no	must us
upon	penny pen	when hen
up	goes go	matter at
on	and an	wind in
sheep she	playing play	little it

METHOD.—1. Have children search past text for words that are made of two words and for words that contain other words. Write on blackboard and complete above lists. It is important to include all of these words in this study, because they contribute to the vocabulary used in subsequent lessons. 2. Let children count the new words that have been acquired. Pass to print.

New Words and Old.

go
goat,
leaves
leave

an can cannot not

1. How do you do, Mrs. Goat?
2. Is that your baby?
3. What can your baby do?
4. I see she can play.
5. Come with me, baby goat.
6. Come and play with me.
7. What do you say?
8. You cannot leave your mother?
9. Oh, what a baby!

Resolving.

sing
wings
having
tumbling
going ing
playing ing
doing ing

Combining.

blow blowing
jump jumping
break breaking
know knowing
black blacking
cook cooking
peep peeping
see seeing
read reading
pick picking
sleep sleeping
lock locking
rest resting
say saying
saw sawing
swing swinging
lay laying
sing singing
rock rocking
fall falling
fly flying
will willing

Comparison.

some come
where there
bed red
he me
tree see
do to
rock lock
five dive
man ran
crown down
when then
long song
cook book
tall wall
by fly my

METHOD.—1. Present the familiar words, at head of first column. Underscore the *ing*. Lead children to build a few of the words that follow. Have word hunt for more words that will take *ing*. (Avoid words that drop *e* or double the final consonant. Do not analyze *having* and *tumbling*.) 2. Complete the lists as above upon blackboard. Have children underscore the common parts of the words compared. Use the print for review.

New Words.

ball
throw.
May
may
take

Playing Ball. After Dvŏrak.

1. We are playing ball.
2. You take the ball, Rose.
3. Now throw it to me.
4. May has a ball, too.
5. She let it fall.
6. See her pick it up.
7. Now, May, throw it to Rose.
8. Then Rose may throw it to me.
9. We like to play with two balls.

Grouping Similar Words.

en	eep	ill	ow
then	sheep	will	how
penny	peep	Jill	now
when	sleep	till	down
ten		hill	town
hen	im		crown
	simple	ook	
ock	limbs	book	ay
lock	him	cook	say
clock			away
dock	an	et	day
rock	man	get	play
	and	met	may
all	can	let	
tall	ran		
wall			
fall			

METHOD.—Ask for words having the sound *ock*, etc. Complete the sets upon blackboard. Have children underscore the common particle in each group. Have word calling. Review on the printed page.

New Words.

cow
calf
run
funny
Mrs.

A Jersey Family. After Douglass.

1. Oh, see the pretty calf!
2. Is she your baby, Mrs. Cow?
3. Will she play with me?
4. How do you do, little calf?
5. Let me come to you!
6. Do not run away.
7. Come and play with me!
8. It is fun to play.
9. You run to your mother.
10. What a funny little calf!

Review.	*Resolving.*	*Combining.*
Tommy	her	rock rocker
Jack	after	full fuller
Jill	master	old older
Simon	water	sing singer
Dick	matter	read reader
Rose	longer	tall taller
rose	stronger	with wither
May	mother er	new newer
may	covers ers	play player
Mrs. Goat	mothers ers	throw thrower
goat	ever er	lock locker
are	other er	sleep sleeper
take	never er	jump jumper
calf	cover er	break breaker

METHOD.—Have children notice that all the names of people they have learned begin with capital letters. Other words begin with capitals when they stand at the head of sentences. *Rose* and *May* are sometimes girls' names and sometimes not. Derive the *er* and build the additional *er* words as in the *ing* lesson. (Avoid wrong syllabication and pronunciation.) Develop all word exercises in script and review by use of the printed page.

New Words.

care
monkey
kind
mind
loves

The Sick Monkey. After Landseer.

1. Did you ever see a monkey?
2. I see three in the picture.
3. One is a baby monkey.
4. The baby is ill.
5. How kind the mother monkey is!
6. Do you know what she says?
7. She says, "Never mind, baby!
8. I will take care of you.
9. Mother loves her baby."
10. Poor little baby monkey!

Resolving.

fall f-all
funny f-unny
five f-ive
full f-ull
fell f-ell
for f-or
fair f-air
fun f-un

Combining.

f-at fat
f-an fan
f-in fin
f-it fit
f-old fold
f-ill fill
f-ay fay
f-en fen

Resolving.

little l-ittle
let l-et
longer l-onger
like l-ike
lock l-ock

Combining.

l-and land
l-ook look

Resolving.

flies fl-ies
fly fl-y

Combining.

fl-at flat
fl-ock flock
fl-our flour

Resolving.

me m-e
mother m-other
many m-any
met m-et
master m-aster
my m-y
matter m-atter
may m-ay

Combining.

m-at mat
m-an man
m-ock mock
m-en men
m-ill mill
m-old mold
M-ike Mike
m-all mall

METHOD.—Have class pronounce all the *f* words, first naturally, then prolonging the initial sound. Pronounce the *f* alone. Join it to other words and particles, making new words. Derive and apply the sound and letter *l* in the same way. Then *fl*, prolonging the *l*; then *m*. In our analysis, we have liberated some other particles for which we shall soon find use. Short, brisk exercises.

New Words.

eyes

this

close

1. This is my baby.
2. I am rocking her to sleep.
3. This is my little rocker.
4. When baby sits up, she can see.
5. Peep a little, baby.
6. Now close your eyes.
7. Sh! my baby, go to sleep.
8. Then I will lay you in your cradle.
9. Rock-a-by baby, on the tree-top!
10. Sleep, pretty baby, sleep.

Resolving.	*Resolving.*	*Resolving.*
now n-ow	saw s-aw	rock r-ock
nest n-est	sir s-ir	rise r-ise
no n-o	so s-o	rest r-est
never n-ever	sang s-ang	red r-ed
nose n-ose	song s-ong	rose r-ose
nine n-ine	sent s-ent	
not n-ot		*Combining.*
new n-ew	*Combining.*	r-at rat
	s-old sold	r-ow row
Combining.	s-our sour	r-ang rang
N-ell Nell	s-un sun	r-ing ring
n-or nor	s-unny sunny	r-aw raw
N-an Nan	s-ock sock	r-ay ray
n-et net	s-et set	r-un run
N-at Nat	s-ell sell	r-ill rill

METHOD.—As in the last exercise. First derive the new initial by analysis of known words; then join it to other known words and particles, making new words. The *s* is taken before the *r* so as to free some needed particles.

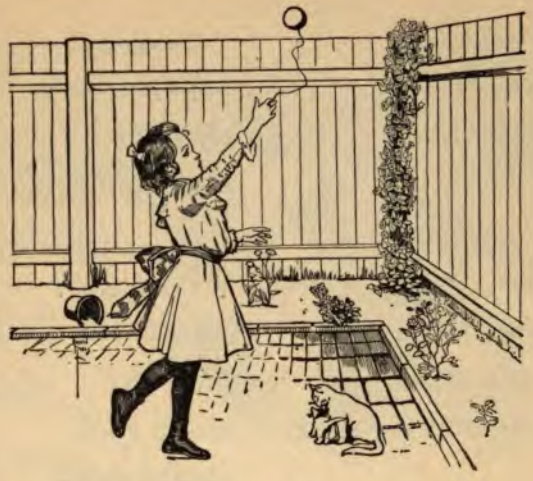
New Words.

Puss

think

good

Kitty



1. Is that your baby, Puss?
2. Do you love your baby?
3. Do you take good care of her?
4. I think you do.
5. She is a pretty baby.
6. What can she do?
7. Kitty, what can you do?
8. Will you come and play ball with me?
9. Oh, yes! You will play with me. You are not like the calf.

Resolving.

three th-r-ee
think th-ink

Combining.

th-aw thaw
th-ing thing
th-ick thick
th-in thin

Resolving.

struck str-uck
strong str-ong

Combining.

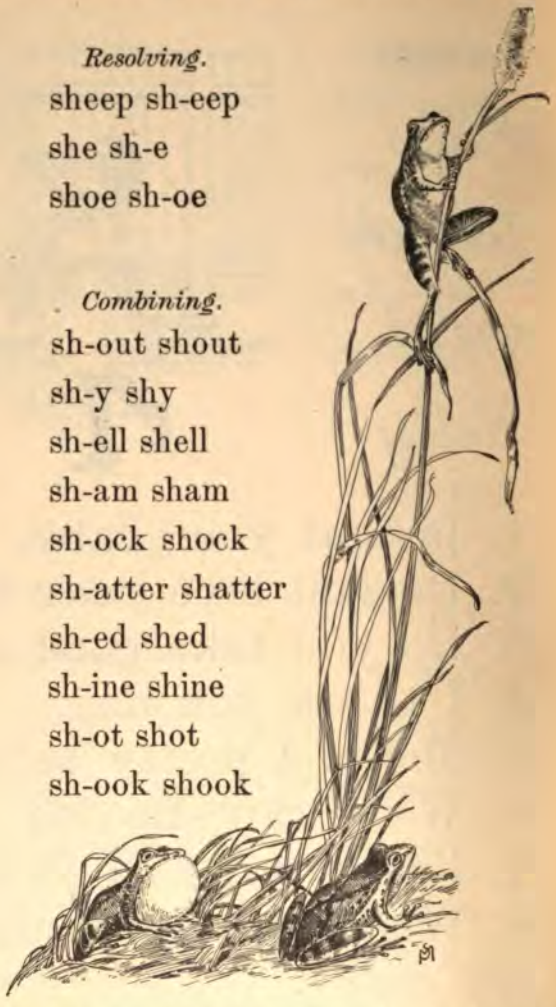
str-ay stray
str-ing string
str-ike strike
str-aw straw

Resolving.

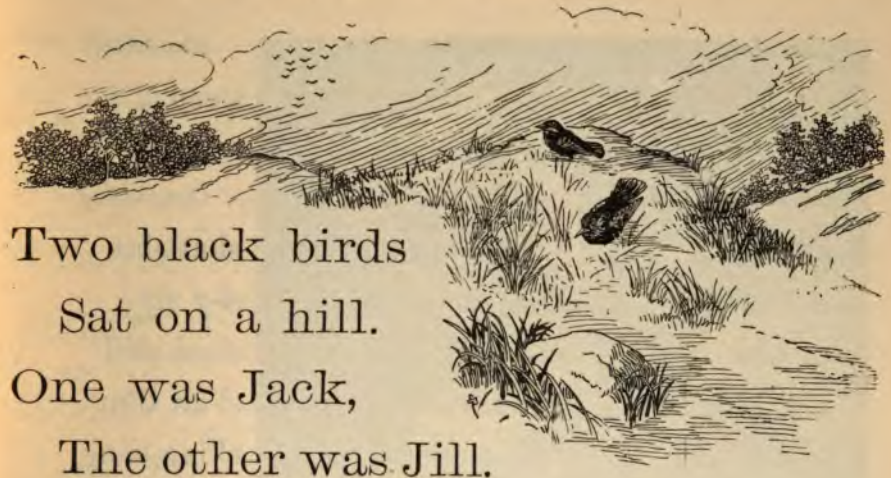
sheep sh-eep
she sh-e
shoe sh-oe

Combining.

sh-out shout
sh-y shy
sh-ell shell
sh-am sham
sh-ock shock
sh-atter shatter
sh-ed shed
sh-ine shine
sh-ot shot
sh-ook shook



METHOD.—Some children have to be taught how to pronounce the *th*. Cause the child to place the tip of the tongue against the upper teeth, and blow the breath. This will produce the whispered *th*, as in *thin*. Let him repeat, adding voice, and the sound of *th* in *this* will come. Practice until perfect.



Two black birds
Sat on a hill.
One was Jack,
The other was Jill.

Fly away, Jack!
Fly away, Jill!
Come again, Jack!
Come again, Jill!

Resolving.

black bl-ack

Combining.

bl-ed bled
bl-ink blink
bl-ot blot
bl-ock block
bl-and bland
bl-ew blew
did didn't
have haven't
has hasn't
had hadn't
is isn't
was wasn't
do don't
will won't

Resolving.

close cl-ose
clock cl-ock

Combining.

cl-ay clay
cl-atter clatter
cl-am clam
cl-ing cling
cl-ick click
cl-ever clever
cl-ink clink

Resolving.

sleep sl-eep

Combining.

sl-at slat
sl-y sly
sl-ed sled
sl-im slim
sl-ing sling
sl-it slit
sl-am slam
sl-ot slot

METHOD.—The compound consonants ending in *l* and *r* are as easy as the *l* and *r* themselves. The "blend" does not become a problem until we separate the explosives, *b*, *c*, etc. Do not write the analysis of *blow*, because the *ow* has been taught as in *now*. In practice upon the contractions, the first two of which have been taught, do not call attention to the fact that the pronunciation of *do* changes in *don't*.

New Words.

these
they
aren't
pull
dear
dearly

Hunt the Slipper. After Douglass.

1. These are my two babies.
2. Do you see what they are doing?
3. They have a shoe to play with.
4. Is it yours?
5. What will they do with it?
6. Shall I take it away?
7. They will pull it to pieces.
8. How do you like my babies?
9. Aren't they dear little things!
10. I love them dearly.

great
us
sister
well
feet
dig
wade

1. We are having great fun in the sand. We run after the water, and it runs after us.

2. We wade in it with bare feet. Then we run away.

3. My sister cannot wade now. She has her shoes on.

4. She can dig a well. Then the water will run into it and fill it up.

5. Run, run, May! It is coming now. I don't care if it does come. I have my shoes off.

6. My sister and I love to play in the sand.

Resolving.

wade w-ade
wall w-all
went w-ent
wing w-ing
we w-e
well w-ell

Combining.

w-in win
w-ink wink
w-et wet
w-eep weep
w-eave weave
w-est west
w-ee wee
w-ise wise

Resolving.

break br-eak
broke br-oke
bread br-ead

Combining.

br-an bran
br-ittle brittle
br-ine brine
br-ow brow
br-ing bring
br-and brand
br-other brother
br-ink brink
br-ay bray
br-im brim
br-ook brook

Resolving.

great gr-eat

Combining.

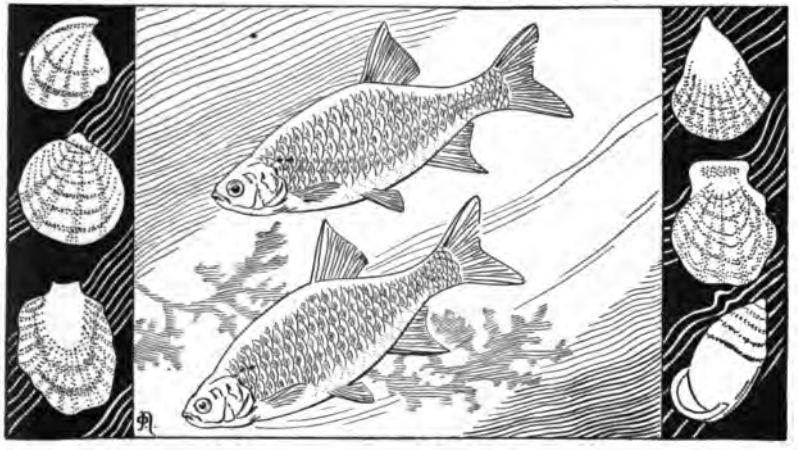
gr-in grin
gr-ade grade
gr-it grit
gr-and grand
gr-ew grew
gr-ill grill
gr-ay gray
gr-im grim

New Words.

sail
boat
hand
make

1. What is Baby doing now?
2. He has a pretty little sail-boat.
3. There is no wind to make it go.
4. He is blowing on the sail.
5. He says, "Wh! wh! wh!"
6. A sail-boat cannot go without wind.
7. I will play that I have a sail-boat.
8. The water is in my hand.
9. See what a wind I can make! Wh! wh! wh!

fishes sea just every



Tiddledy Winks
And Tiddledy Wee
Are two little fishes
That live in the sea.

They look just alike,
So every one thinks
That Tiddledy Wee
Is Tiddledy Winks.

From "Small Songs for Small Singers," by W. H. Neidlinger. Used by special permission of G. Schirmer.

A REVIEW.

Resolving.

fish f-ish
sail s-ail
make m-ake
feet f-eet
mind m-ind
love l-ove
for f-or
mouse m-ouse
master m-aster
sir s-ir
must m-ust
crown cr-own
there th-ere
then th-en
that th-at
them th-em
these th-ese
they th-ey
this th-is

Combining.

f-ind find
f-aster faster
f-at fat
fl-ake flake
fl-at flat
l-ake lake
m-eet meet
m-at mat
n-ail nail
n-or nor
w-ish wish
r-ail rail
r-ind rind
r-ust rust
r-at rat
br-own brown
bl-ind blind
gr-ind grind
sh-ook shook
sh-ove shove
sh-ake shake
m-ail mail
f-ail fail
th-ose those
n-ook nook
w-ake wake
sh-eet sheet
gr-eet greet
sw-eet sweet

METHOD.—We review principles, not words. In doing so, we liberate fresh word material. By combining this with that already possessed, we increase our vocabulary while continuing our review.

dry

The Doll's Bath. After Igler.

1. This is our baby.

2. Don't you think we take good care of her?

3. Do you see what we are doing now?

4. We are Jack and Jill.

5. Jack went for the water.

6. I did not go. I had to mind the baby.

7. Now she is in the water.

8. How do you think she will ever get dry?

A RIDDLE.

1. I have a little sister.
   They call her "Pretty
   Peep."
2. She wades in the water,
   Deep, deep, deep.
3. She climbs up the hill
   sides,
   High, high, high.
4. My poor little sister
   Has but one eye.

call
deep
high
climbs
sides

Resolving.	*Resolving.*	cr-ack crack
side s-ide	cradle cr-adle	cr-ust crust
	crown cr-own	cr-am cram
Combining.		cr-ock crock
br-ide bride	*Combining.*	cr-est crest
r-ide ride	cr-eep creep	cr-ew crew
sl-ide slide	cr-y cry	cr-ook crook
w-ide wide	cr-ies cries	crook-ed crooked

hold. rope. big. fast

Tug of War. After Morgan.

1. The boys are having great fun.
2. They are playing pull the rope.
3. There are four big boys.
4. How many little boys are there?
5. Do you see any girls?
6. Hold fast, big boys!
7. Hold fast, little boys!
8. Will the big boys get the rope?
9. I think not.
10. There are too many little boys.

Resolving.

where wh-ere
when wh-en
white wh-ite

Combining.

wh-ittle whittle
wh-ine whine
wh-y why
wh-ir whir
wh-irl whirl
wh-ack whack
wh-ew whew
wh-im whim

Resolving.

dry dr-y

Combining.

dr-ink drink
dr-own drown
dr-ay dray
dr-ill drill
dr-ake drake
dr-aw draw
dr-ies dries
dr-ew drew
dr-ive drive
dr-ead dread

Resolving.

tree tr-ee

Combining.

tr-ay tray
tr-ot trot
tr-uck truck
tr-y try
tr-ies tries
tr-ill trill
tr-ust trust
tr-ack track
tr-out trout
tr-ead tread
tr-ail trail

Review.

f-atter fatter
f-ew few
f-ed fed
f-ine fine

l-ine line
l-ot lot
l-ink link
l-uck luck

m-ade made
m-ew mew
m-ine mine
m-ink mink

grass green grows gravel

rounder

tumble

frolic

round

Ring-a-Ring-a-Rounder. After Dvŏrak.

1. We are playing "Ring-a-ring-a-rounder." We all take hold of hands in a ring.

2. Then we go round and round and sing. Then we all tumble down.

3. What fun we are having!

4. We love to frolic in the grass. Don't you?

5. Now we will play "Green Gravel."

6. Green gravel, green gravel,
How green the grass grows!

Resolving.

pick p-ick
pie p-ie
pail p-ail
peep p-eep
poor p-oor

Combining.

p-an pan
p-at pat
p-air pair
p-in pin
p-it pit
p-ink pink
p-out pout
p-up pup
p-ay pay
p-atter patter
p-aw paw
p-ack pack
p-et pet
p-ot pot
p-oke poke

Resolving.

taste t-aste
top t-op
town t-own
ten t-en
toes t-oes

Combining.

t-in tin
t-old told
t-ack tack
t-an tan
t-ail tail
t-ell tell
t-ook took
t-ent tent
t-ies ties
t-uck tuck
t-ide tide

Resolving.

came c-ame
calf c-alf
care c-are

Combining.

c-at cat
c-old cold
c-aw caw
c-ake cake
c-ot cot
c-oke coke
c-all call

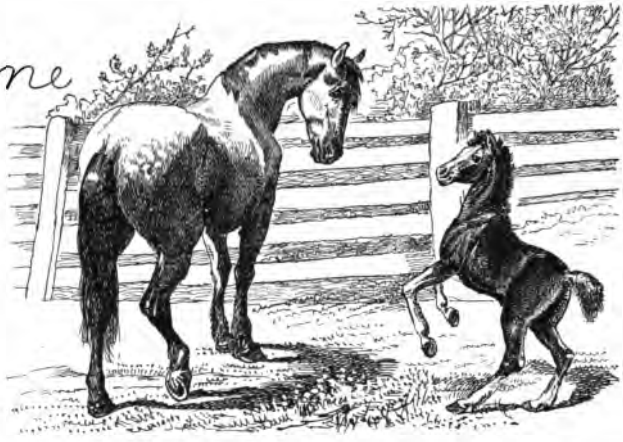
METHOD.—For the first time, we practice upon initials that do not blend with the sounds that follow, because their own sounds cannot be prolonged. To cure "baby talk," hold the tongue down with a pencil while pupil tries to speak the words. Every attempt at *t* or *d* will then produce *k* or *g*.

frolicsome

frolic

frisk

horse



1. I am a little horse.
2. See me frisk and play!
3. This is my dear mother.
4. She takes good care of me.
5. She calls me her frolicsome baby.
6. Does your mother love you?
7. What does she call you?
8. Is she kind to you?
9. Do you mind what she says?
10. Now I will run away.

Resolving.

boys b-oys
bone b-one
but b-ut
bare b-are
boat b-oat
big b-ig

Combining.

b-and band
b-all ball
b-at bat
b-old bold
b-atter batter
b-ang bang
b-it bit
b-ack back
b-aste baste
B-en ben
b-ell bell
b-est best
b-ake bake
b-ee bee
b-eet beet
b-ind bind
b-ow bow
b-unny bunny

Resolving.

dog d-og
deep d-eep
dig d-ig
down d-own
did d-id

Combining.

d-ie die
d-ot dot
d-ove dove
d-uck duck
d-are dare
d-ust dust
d-ew dew
D-an Dan
d-ame dame
d-ine dine
D-ick Dick

Resolving.

girls g-irls
goes g-oes
gave g-ave
goat g-oat
good g-ood

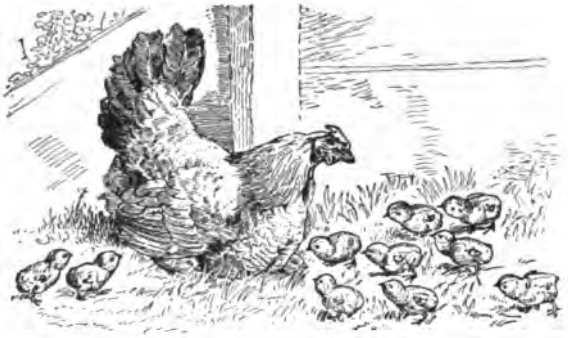
Combining.

g-old gold
g-ay gay
g-ong gong
g-ame game
g-ot got
g-own gown
g-un gun
g-ull gull
g-ust gust
g-ill gill

morning

chicks

under

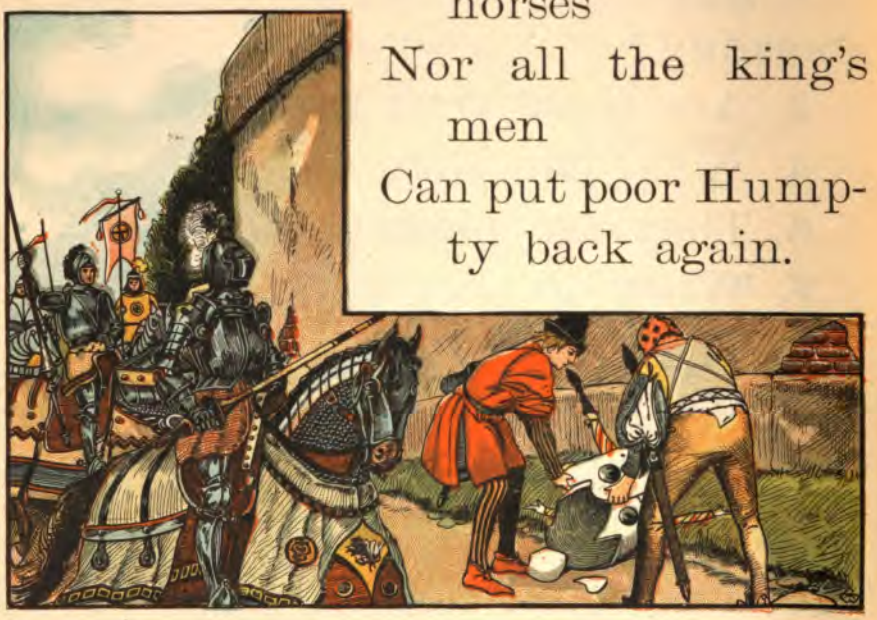


1. Good morning, Mrs. Hen!
2. How do you do, this fine morning?
3. Are these your pretty chicks?
4. What can they do?
5. They can pick, pick, pick.
6. What do they say?
7. They say "Peep, peep!"
8. Why do they run?
9. Take them under your wing, mother hen.
10. Take good care of them.

sad *king*

Humpty Dumpty
Sat on a wall.
Humpty Dumpty
Had a sad fall.

Not all the king's
horses
Nor all the king's
men
Can put poor Humpty back again.



be
mate
eat

Swallows. After Laux.

1. Birdie, what have you there?
2. Is that your nest?
3. Are your little ones in it?
4. I cannot see them.
5. Is that your mate, birdie?
6. Why is he flying away?
7. Will he bring you something to eat?
8. What do you think it will be?
9. I love you, little birds.
10. I like to look at you.

Resolving.

grass gr-ass

Combining.

br-ass brass
l-ass lass
cl-ass class
m-ass mass
p-ass pass

Resolving.

grows gr-ows

Combining.

bl-ows blows
cr-ows crows
fl-ows flows
grow blow
crow flow
low mow
row show
sn-ow snow

Resolving.

sad s-ad

Combining.

b-ad bad
l-ad lad
cl-ad clad
m-ad mad
p-ad pad
sh-ad shad

Resolving.

mate m-ate

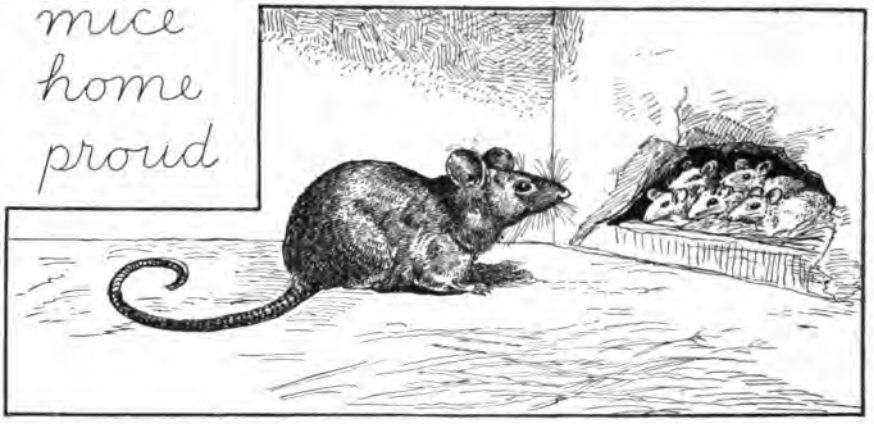
Combining.

l-ate late
g-ate gate
f-ate fate
d-ate date
sl-ate slate
p-ate pate
r-ate rate

Review.

bl-ame blame
fl-ame flame
f-ame fame
l-ame lame
n-ame name
s-ame same
t-ame tame
sh-ame shame
b-eat beat
bl-eat bleat
m-eat meat
s-eat seat
tr-eat treat
n-eat neat
wh-eat wheat
str-ike strike
str-oke stroke
str-ive strive
don't
won't
isn't

1. I see seven roses.
2. Where do you see seven?
3. The little girl has six.
4. She has three in one hand.
5. Yes, and I see three more.
6. Three and three are six.
7. Six and one are seven.
8. But where is the other one?
9. Don't you see it? Look again.
10. The little girl's name is Rose.



1. Oh, you dear little mice!
2. How pretty you are!
3. Is that nest your home?
4. And here is Mrs. Mouse!
5. How are you, mother mouse?
6. Are these your pretty children?
7. You must be proud of them!
8. They will be big mice some day.
9. What do you get for them to eat?
10. Don't let Puss see them!

write

freeze

very

sky

1. What is Baby Ben doing now?
2. He is blowing on the glass.
3. What is he saying?
4. He is saying, "H, h, h, h, h!"
5. What is he doing that for?
6. To make a cloud.
7. Will he write in the cloud?
8. No, the cloud will freeze.
9. It is very cold.
10. How will the cloud look after it freezes?

Resolving.

him h-im
high h-igh
home h-ome
has h-as
hen h-en

Recombining.

h-all hall
h-am ham
h-at hat
h-air hair
h-it hit
h-ay hay
h-atter hatter
h-ang hang
h-ail hail
h-alf half
h-aste haste
h-em hem
h-ead head
h-ive hive
h-ood hood
h-ot hot
h-ook hook
h-ouse house
h-op hop
h-eat heat
h-ad had
h-ide hide

Resolving.

frisk fr-isk
freeze fr-eeze

Recombining.

fr-og frog
fr-y fry
fr-ame frame
fr-ail frail
fr-et fret
fr-ay fray
fr-ee free
Fr-ed Fred
fr-own frown
fr-ock frock
fr-eight freight

Resolving.

play pl-ay

Recombining.

pl-an plan
pl-us plus
pl-ate plate
pl-atter platter
pl-y ply
pl-ow plow
pl-ot plot
pl-uck pluck
pl-aster plaster

METHOD.—These exercises establish the habit, in deciphering new words, of pronouncing the initial compound consonant as a whole, thus greatly diminishing the number of "blends" to be made.

orange *apple* *egg*

1. I will cover up two things, so that you cannot see them.

2. Now what do you see? Do you see the orange?

3. No, I see the egg.

4. What can you see now?

5. I see the apple. Now I see the orange. Now I cannot see any.

6. What will you see if I take the fan away?

7. I shall see an apple, an orange and an egg.

Comparison.		*Resolving.*
an egg	the egg	about a-bout
a white egg	the white egg	away a-way
an apple	the aster	again a-gain
a red apple	the pretty aster	
an orange	the man	*Recombining.*
a big orange	the other man	a-piece apiece
a man	the orange	a-loud aloud
another man	the big orange	a-long along
a door	the monkey	a-round around
an open door	the old monkey	a-head ahead
a monkey	the door	a-like alike
an old monkey	the open door	a-rose arose
a tree	the apple	a-sleep asleep
an apple tree	the green apple	a-bed abed
an aster	the tree	a-new anew
a pretty aster	the apple tree	a-do ado

METHOD.—Give practice, rather than rules.

Dolly

1. One, two,
   What can you do?
2. I can eat pie,
   Then I can cry.
3. Kitty can play.
   What did you say?
4. Dolly can sleep;
   Baby can peep.
5. Where, oh, where?
   Here and there.
6. You and I
   Cannot fly,
   But we can eat pie!

Resolving.

sticks st-icks
stories st-ories

Combining.

st-and stand
st-ay stay
st-airs stairs
st-ill still
st-out stout
st-one stone
st-all stall
st-ack stack
st-eep steep
st-eak steak
st-ew stew
st-em stem
st-ing sting
st-ir stir
st-ood stood
st-op stop
st-uck stuck
st-y sty
st-ock stock

Resolving.

round r-ound

Combining.

gr-ound ground
f-ound found
b-ound bound
h-ound hound
m-ound mound
p-ound pound
s-ound sound
w-ound wound

Review.

m-ail mail
f-ail fail
w-ail wail
sl-eet sleet
gr-eet greet
r-ang rang
r-ent rent
r ise rise
r-ack rack
r-ake rake
s-ent sent
s-uck suck
s-ink sink
s-ack sack
s-unny sunny
s-un sun
fl-ew flew
l-ies lies
dr-op drop
m-op mop
sl-op slop
p-op pop
sh-op shop
fl-op flop

chair
doll
naughty
give

1. Oh, what a naughty kitten!
2. She has taken Dolly's cradle.
3. Poor Dolly is sleeping on the chair.
4. How did she get up there?
5. Do you know, little Puss?
6. Give Dolly her cradle, right away!
7. There! Now she has it. See how well she sleeps.
8. Now, Kitty, run away and play with your ball.
9. You are a good kitten, after all.

Resolving.

chicks ch-icks

Combining.

ch-at chat
ch-atter chatter
ch-air chair
ch-in chin
ch-ill chill
ch-est chest
ch-ew chew
ch-op chop
ch-ose chose

Resolving.

fast f-ast

Combining.

m-ast mast
bl-ast blast
c-ast cast
l-ast last
p-ast past

Resolving.

glass gl-ass

Combining.

gl-are glare
gl-ad glad
gl-en glen
gl-ee glee
gl-ide glide
gl-ove glove

Resolving.

more m-ore

Combining.

b-ore bore
c-ore core
ch-ore chore
s-ore sore
sh-ore shore
st-ore store
t-ore tore
w-ore wore

Resolving.

ware w-are
bare b-are

Combining.

d-are dare
fl-are flare
f-are fare
sh-are share
gl-are glare
st-are stare
r-are rare

Resolving.

big b-ig
dig d-ig

Combining.

f-ig fig
br-ig brig
r-ig rig
p-ig pig
w-ig wig

frighten

scream

dream

1. Well, well, well! I've found Baby Ben at last.

2. Don't scream—that will frighten him.

3. There he is, asleep and dreaming.

4. Jack likes to have him there—don't you, Jack?

5. Good dog! Good Jack!

6. Call Jack away. He will not let me wake the baby.

7. Go and play with Puss, Jack. There she is, on the wall.

Resolving.

kitten k-itten
kind k-ind
king k-ing

Combining.

k-eep keep
k-ill kill
K-ate Kate
k-ite kite
k-id kid
k-ick kick

Resolving.

right r-ight

Combining.

bl-ight blight
f-ight fight
fr-ight fright
m-ight might
fl-ight flight
s-ight sight
n-ight night
pl-ight plight
l-ight light
sl-ight slight
t-ight tight

Resolving.

jump j-ump
Jack J-ack
Jill J-ill
just j-ust

Combining.

j-am jam
j-ay jay
j-ail jail
J-ake Jake
J-im Jim
J-ame-s James
J-ock-o Jocko
j-aw jaw
j-ig jig
j-oys joys
j-oke joke

Resolving.

but b-ut

Combining.

c-ut cut
h-ut hut
n-ut nut
str-ut strut
r-ut rut
sh-ut shut

Review.

sh-ade shade
sh-ell shell
sh-ed shed
sh-y shy
sh-ine shine
sh-ot shot

lap
nap
curl
nice
scolding

1. There, there, Pussy! Don't be frightened any more.

2. It is all right now. The bad dog is not here. He cannot get you.

3. You shall stay here with me. Curl up and go to sleep, Pussy.

4. There, now, you shall have a nice little nap in my lap.

5. When you wake up, you shall have something to eat.

6. Fred is scolding that bad, bad Jack. He will not let him run after you any more.

Resolving.

nap n-ap
cap c-ap

Combining.

cl-ap clap
s-ap sap
m-ap map
fl-ap flap
sl-ap slap
tr-ap trap
t-ap tap
str-ap strap
r-ap rap
ch-ap chap
g-ap gap

Resolving.

gave g-ave

Combining.

br-ave brave
c-ave cave
gr-ave grave
p-ave pave
s-ave save
sl-ave slave
w-ave wave
sh-ave shave
be-h-ave behave

Resolving.

scream scr-eam
dream dr-eam

Combining.

b-eam beam
cr-eam cream
s-eam seam
str-eam stream
gl-eam gleam

Resolving.

jump j-ump

Combining.

b-ump bump
l-ump lump
cl-ump clump
d-ump dump
p-ump pump
pl-ump plump
h-ump hump
st-ump stump

Resolving.

Dolly D-olly

Combining.

h-olly holly
P-olly Polly
f-olly folly
j-olly jolly
M-olly Molly

Review.

m-itten mitten
p-oke poke
str-oke stroke
ch-oke choke
a-w-oke awoke
l-uck luck

been yet

1. Come out of your house, Jack! Come out, I say!

2. You have been a bad dog. You frightened poor Puss. That was very naughty.

3. Don't you love Puss? Then how can she love you?

4. Did Puss do anything to you? You know very well she did not.

5. And yet you ran after her. What a bad dog you are!

6. I told you to play with Puss, not to frighten her.

7. Will you be kind to her after this?

8. If you are not, I don't know what I shall have to do to you.

Resolving.
scold sc-old

Combining.
sc-at scat
sc-atter scatter
sc-are scare
sc-up scup
sc-our scour
sc-an scan

Resolving.
too t-oo

Combining.
c-oo coo
m-oo moo
st-oo-l stool
r-oo-t root
f-oo-d food
too-l tool
moo-n moon
coo-l cool

Resolving.
taste t-aste

Combining.
b-aste baste
w-aste waste
h-aste haste
p-aste paste

Review.
proud-er prouder
fuller
newer
ringer
singer
thicker
kinder
grinder
greater
breaker
grander
caller
taller

higher
holder
colder
older
tucker
bolder
duster
hanger
neater
heater
stouter
deeper
steeper
creeper
rounder
tighter
dreamer
fighter
curler
greener
drawer
boarder
fisherman

queen *better*

1. Pussy-cat, Pussy-cat,
   Where have you been?
   I've been to London,
   To see the queen.

2. Pussy-cat, Pussy-cat,
   What did you there?
   I frightened a little mouse,
   Under the chair.

3. Puss frightened the poor little mouse. She did not know any better.

4. Jack frightened poor Pussy. He did not know any better.

Resolving.

queen qu-een

Combining.

qu-ack quack
qu-it quit
qu-ill quill
qu-ake quake
qu-ail quail
qu-ick quick
qu-est quest
qu-ite quite

squ-all squall
squ-are square
squ-aw squaw
squ-eeze squeeze
s-een seen
k-een keen
sh-een sheen
scr-een screen
four-t-een
fourteen
six-t-een
sixteen

seventeen
nineteen

Review.

w-ent went
b-ent bent
l-ent lent
s-ent sent
t-ent tent
d-ent dent
r-ent rent
v-ent vent
s-p-ent spent

A monkey once ran up a tree.
When he came down, why, down came he.

mamma

twelve

whisper

1. Come quick, Mamma! Look at the funny little ducks! I think there are twelve.

2. What a queer sound the mother duck makes! She says "Quack, quack!"

3. Sh! Be quiet, dear. Baby is asleep.

4. Do ducks have quills, Mamma?

5. Yes, dear, all birds have quills.

6. Did Papa's quill pen come from a duck?

7. No, dear. Sh! Be quiet, or you will wake the baby.

8. Then I will whisper, Mamma.

Resolving.
nice n-ice

Combining.
r-ice rice
pr-ice price
m-ice mice
sl-ice slice

Resolving.
twelve tw-elve

Combining.
tw-ice twice
tw-irl twirl
tw-ine twine
tw-ig twig

Resolving.
read r-ead

Combining.
b-ead bead
l-ead lead
pl-ead plead

Resolving.
dear d-ear

Combining.
cl-ear clear
h-ear hear
f-ear fear
n-ear near
r-ear rear
t-ear tear

Resolving.
having hav-ing
seven sev-en
gravel grav-el
ever ev-er
never nev-er
very v-ery

Combining.
v-est vest
v-im vim
v-an van
v-ice vice
o-v-er over

Resolving.
proud pr-oud

Combining.
pr-ay pray
pr-im prim
pr-ide pride
pr-ick prick
pr-ow prow
pr-ong prong
pr-y pry
pr-op prop

Review.
br-ick brick
cl-ick click
s-ick sick
t-ick tick
tr-ick trick
w-ick wick
pr-ick prick
l-ick lick
ticking
wicker
wicked

acorn
snow
spring
from
oak leaf

1. A little brown acorn grew on a great oak tree.

2. When the fall winds blew, it fell to the ground. The wind blew a leaf over it to hide it.

3. The snow fell on the leaf, and the little brown acorn went to sleep.

4. In the spring, it awoke. It put down a little root. It put up a little stem.

5. It grew and grew. It became a little tree. It became a great tree.

6. Great oaks from little acorns grow.

zig-zag *buzz* *fence*

1. What have you there, Tommy?
2. I have some little sticks.
3. And what are you making with them.
4. I am making a zig-zag fence.
5. And what is a zig-zag fence, pray?
6. One that goes this way and that; like mine.
7. Well, why don't you go on

and make it longer? What is the matter?

8. Don't you see that bee? It will sting me. Hear it buzz! Z-z-z-z-z!

9. Oh, no, it will not sting you. Buzz away, little bee!

Resolving.

snow sn-ow

Combining.

sn-ake snake
snail snore
snap snare

Resolving.

freeze fr-eeze

Combining.

sn-eeze sneeze
br-eeze breeze
wh-eeze wheeze
squ-eeze squeeze

Resolving.

spring spr-ing

Combining.

spr-ay spray
sprite sprig
spree spry

Review.

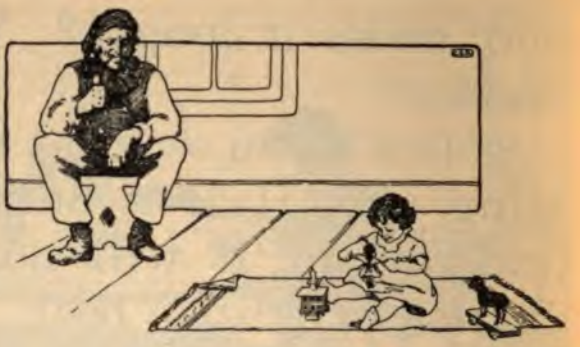
fl-ow flow
fl-atter flatter
float flake
flight floor
cluck luck
t-oys toys
sh-one shone
J-one-s Jones
a-l-one alone

Who knows
How the corn grows?

forehead

horrid

hung



There was a little girl
Who had a little curl
And it hung right down on her
forehead.

Grandpa's Suffering. After Jacobides.

When she was
good,
She was very,
very good,
But when she was
bad she was
horrid.

Resolving.
pail p-ai-l

Combining.
br-ai-d braid
p-ai-n pain
rain wait

Resolving.
middle m-iddle

Combining.
f-iddle fiddle
r-iddle riddle
gr-iddle griddle

Resolving.
hung h-ung

Combining.
str-ung strung
spr-ung sprung
fl-ung flung
st-ung stung
clung lung
bung sung

Review.
zig-zag
z-ig-z-ag
z-e-br-a zebra
d-o-ze doze
fr-o-ze froze
pull p-ull
bull full
c-oat coat
bl-us-t-er
bluster
cluster
muster
very ver-y
ever-y every
brother-l-y
brotherly
motherly
sisterly
roundly
soundly
grandly
bravely
queenly shyly
slyly lovely
likely sweetly
proudly stoutly
sadly dearly
gladly badly
thinly thickly
justly gayly
newly greatly
kindly blindly
coldly boldly
poorly kingly
nicely neatly
barely rarely
lately sorely
lightly brightly

ax

oxen

fire

1. What is the man doing, Papa?

2. He is chopping down the tree. See what a big ax he has.

3. What will he do with the tree?

4. He will saw it up and then chop it into fire wood.

5. Won't a little tree do? I don't like to see him chop down the big tree. It makes a nice shade.

6. It is too bad, my boy. But the tree belongs to the man.

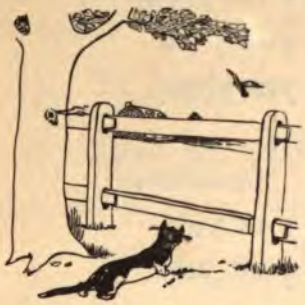
7. The oxen must be very strong to pull a big tree like that.

8. Yes, they are strong and willing too.

Resolving.	*Resolving.*	*Resolving.*
oxen ox-en	fire f-ire	your y-our
		you y-ou
Combining.	*Combining.*	yes y-es
b-ox box	h-ire hire	
f-ox fox	m-ire mire	*Combining.*
C-ox Cox	s-ire sire	y-et yet
fl-ax flax	t-ire tire	y-ell yell
l-ax lax	w-ire wire	y-e ye
w-ax wax	qu-ire quire	y-oke yoke
	squ-ire squire	y-on-d-er yonder

Simple Simon went a-fishing,
For to catch a whale.
All the water that he had
Was in his mother's pail.

1. Little Robin Redbreast
Sat in a tree.
Up went Pussy-cat,
Down went he.



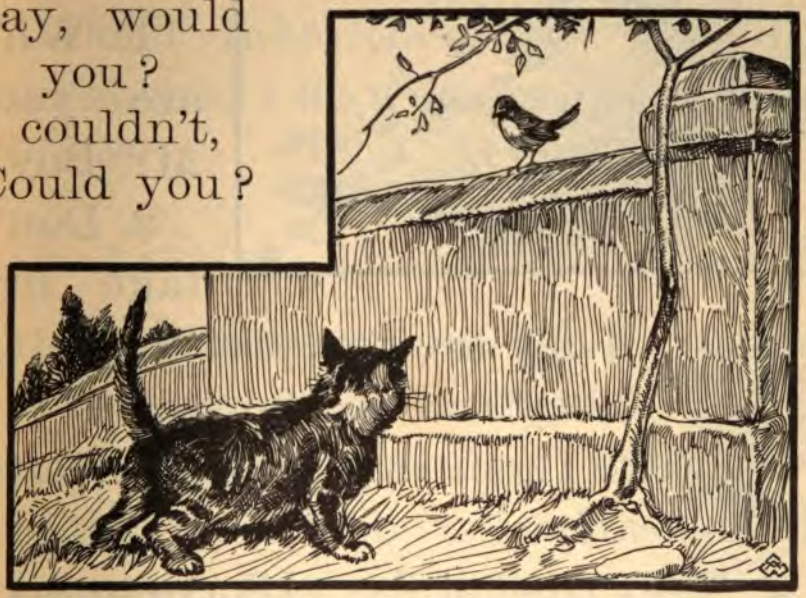
2. Down went Pussy-cat,
Away Robin ran.
Said little Robin Redbreast,
"Catch me if you can!"

would 3. Would you hurt poor Robin, Pussy?

should 4. You should not do that.

could 5. I am glad you could not catch him.

I wouldn't if I couldn't.
If I couldn't, how could I?
You wouldn't if you couldn't;
Say, would
you?
I couldn't,
Could you?



The rose is red,
The violet's blue.
Sugar is sweet,
And so are you!

blue sweet sugar violet

Mr.

their

1. Who are you, Mr. Boy?

2. Don't take my babies! They are my pretty, pretty babies. They are not yours.

3. Leave them in the nest. I love them dearly.

4. They cannot fly. I have to take care of them. I bring them all their food.

5. Can they live with you? You know very well they cannot. You could not take care of them as I do.

6. They are too little to leave their home. They must have their mother.

7. Don't take them away! Oh, what should I do without my pretty babies?

---

web spider spinner myself

1. I have come to see Mrs. Spider. Does she live here?

2. No, this web is not her home. But she is here now. Will you come in?

3. Oh, Mrs. Spider! How do you do? I am glad to find you here. What a fine web you have!

4. Yes, every one says so. It is

my fly trap. I spun it myself, every thread of it.

5. Indeed! You are quite a spinner. Can your children spin? I do not see them with you.

6. No, I do not take care of my children. I have too many. Have you seen Mrs. Fly lately?

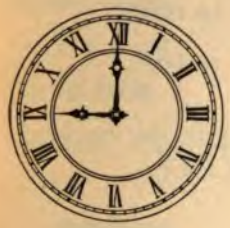
7. No. Hasn't she been to see you yet?

8. Not yet. But she will come buzzing along pretty soon. I shall be glad to have her come.

Resolving.	*Resolving.*	*Resolving.*
spider sp-ider	spinner inner	write wr-ite
Combining.	*Combining.*	*Combining.*
r-ider rider	thinner dinner	wrap wring
w-ider wider	winner tinner	wren wrong

short *both* *time*

1. We have a clock face. It has two hands. One is long and the other is short.



2. We make the hands go round. We put the short hand at four and the long hand at twelve. Then we say it is four o'clock.

3. We put the short hand at nine. We leave the long hand at twelve. Then we say it is nine o'clock.

4. When both hands are at twelve, it is twelve o'clock. Our teacher is teaching us to tell time.

First line.	1. The first number is one.
Second line.	2. The second number is two.
Third line.	3. The third number is three.
Fourth line.	4. The fourth number is four.
Fifth line.	5. The fifth number is five.
Sixth line.	6. The sixth number is six.
Seventh line.	7. The seventh number is seven.
Eighth line.	8. The eighth number is eight.
Ninth line.	9. The ninth number is nine.
Tenth line.	10. The tenth number is ten.

course counted

1. How many eyes have you?
2. Why, two, of course.
3. How many eyes have ten boys? Who can tell that?
4. How many toes has Pussy? Who has counted them?
5. Pussy has twice as many feet as I have.

Resolving.

this th-is
frisk fr-is-k
sister s-is-ter
whisper wh-is-per

Combining.

l-is-t list
f-is-t fist
mist twist
k-is-s kiss
miss hiss
blister whiskers

Resolving.

yes y-es

Combining.

H-es-ter Hester
L-es-ter Lester
p-es-ter pester
l-es-s less
dress Bess
bless cress
press Jess
d-is-tr-ess
distress

Review.

garden kitten
frighten en
wax waxen
flax flaxen
oak oaken
wool woolen
old olden
broke broken
take taken
give given
en-d end
mend lend
send bend
s-p-end spend
out spout
ice spice
spoke spade
spell spike
spine spot
spare spatter
spy spin
f-ir-st first
th-ir-d third
four-th fourth
f-if-th fifth
six-th sixth
seventh tenth
th-or-n thorn
n-or-th north
sc-or-ch scorch
torch porch
s-n-or-t snort
sport sort
pork fork
cork cord
horn worn
storm stork

METHOD.—In these later exercises, the children should be led to perform their own analyses as much as possible.

Little Miss Limberkin,
Dreadful to say,
Found a mouse in the pantry,
Sleeping away.

Little Miss Limberkin
Gave such a scream,
She frightened poor Mousie
Right out of her dream.

such *dreadful*

Resolving.

myself my-s-el-f

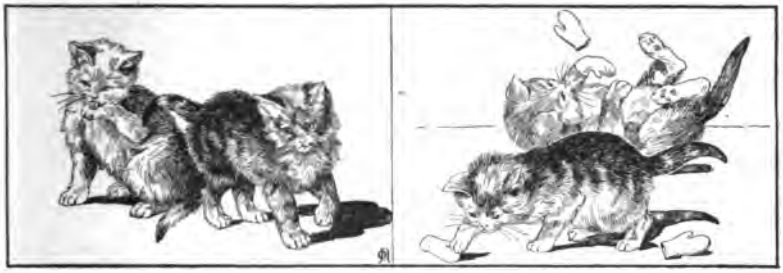
Combining.

m-el-t melt
felt belt
pelt smelt
help yelp
held welcome
j-el-ly jelly
fel-low fellow
mellow yellow
bellow selfish
v-el-v-et velvet

Review.

dreadful
playful
careful
grateful
spoonful
forgetful

lost *some* *began* *shall*



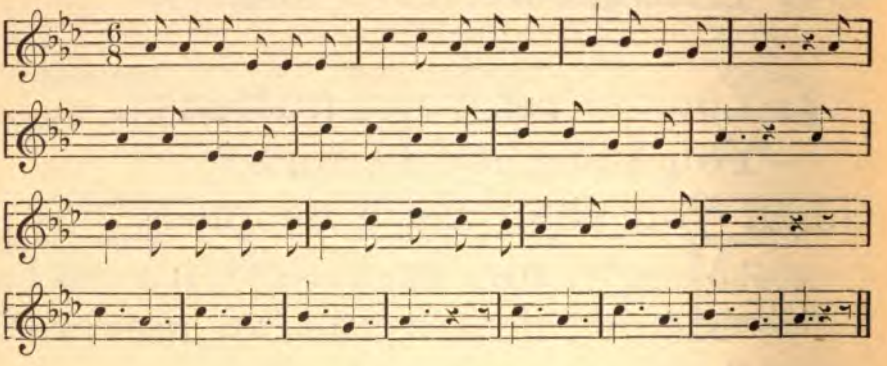
1. Two little kittens,
   They lost their mittens,
And they began to cry,
   "Oh, Mamma, dear,
   See here, see here!
Our mittens we have lost!"

2. You've lost your mittens,
   You naughty kittens?
Then you shall have no pie!
   "Me-ow, me-ow, me-ow, me-ow!
    Me-ow, me-ow, me-ow, me-ow!"

3. Two little kittens,
They found their mittens,
And they began to cry,
"Oh, Mamma, dear,
See here, see here!
Our mittens we have found!"

4. You've found your mittens,
You good little kittens?
Then you shall have some pie!
"Prrr, prrr, prrr, prrr!
Prrr, prrr, prrr, prrr!"

"TWO LITTLE KITTENS"



said robin pert dared

1. Once I saw a pretty robin
   Come hop, hop, hop;
   And I said, "Pretty bird,
   Will you stop, stop, stop?"
2. I went to the door,
   To say, "How do you do?"
   But he shook his little tail,
   And away Robin flew.

---

3. A pert little frog
   Sat under a log,
   And dared not come out
   For fear of the dog.
4. The dog said, "Bow-wow!
   Oh, do come out, now!"
   "I won't!" said the frog,
   "So don't make a row!"

drowned
want
mean
teach

1. Cluck, cluck, cluck! What bad children you are! You have given me such a fright!

2. You must keep away from the water. Do you think I want to see you all drowned?

3. What is the matter, Mrs. Hen? Your babies are all right.

4. They have web feet. They can swim. Don't you see?

5. They are ducklings. You sat

on Mrs. Duck's eggs. Bessie put them under you for fun.

6. It was mean of her to give you the wrong eggs. Now she must teach you how to take care of your ducklings.

7. You must never be frightened when they go out to swim.

Resolving.

pert p-er-t
her h-er

Combining.

f-er-n fern
cl-er-k clerk
jerk herd
Bert herb
verse nerve
hermit permit
herself

Resolving.

robin r-ob-in

Combining.

s-ob sob
Bob job
rob cob
hob fob
mob oblong
bob-o-l-ink
bobolink
hobble

Review.

any many
Kitty Pussy
hilly very
funny Tommy
fully penny
naughty Andy
eighty cooky
downy fairy
cloudy windy
snowy curly
sticky sleepy

1. Well, well, children, where is your mother?

2. What lively children! See them hop! Where do you live, little frogs?

3. Here, there, and everywhere.

4. Can you live in the water?

5. Yes, indeed! We like the water. We lived there before we lived on land.

6. And isn't your mother afraid you will be drowned?

7. Not at all! She does not take care of us. We can swim as well as she can. Don't you see our web feet?

8. Oh, I beg your pardon! I see you are very smart children. And what do you have to eat?

9. Oh, flies and such things.

10. Well, I am glad I am not a fly. Good day, little frogs! I will call upon you again some day.

Resolving.
teach t-each

Combining.
bl-each bleach
beach reach

Resolving.
lost l-ost

Combining.
cost frost

Review.
crooked wicked
folded molded
rusted trusted
sounded seated
rested pouted
shouted landed
ragged jagged
patted petted
fretted fitted
called filled
sweet sweep

swell swim
swam swing
boom bloom
broom groom
room roof
root boot
droop whoop
loop stoop
scoop coop
troop brood
sloop shoot
smooth tooth

disappeared
legs
tadpole

1. These are not my children. They are myself!

2. Once I was an egg. The shell broke, and I came out of it.

3. Then I was a tadpole. I had a long tail, but no legs. I lived in the water.

4. My tail disappeared and my legs came out. I became a frog.

5. After that, I could come out of the water and jump about on the land.

6. See what strong legs I have,

for jumping! See what fine web feet I have, for swimming!

7. If anything comes after me in the water, I can jump out upon the land.

8. If anything comes after me on land, I can jump into the water.

9. That's what it is to be a frog!

Resolving.

smart sm-ar-t
pardon p-ar-don

Combining.

sp-ar-k spark
mark shark
bark bar
cart car
card barn
Carl dart
dark ark
chart darn
carve far
arm harm
hark hard
harp jar
lard park
part tart
tar target
lark market
star tardy
start sharp
starve snarl
smoke small
smear smell

Review.

risk mister
wry awry
frightened
cooked looked
jumped locked
rocked picked
liked peeped
darling

country

able

true

1. Three cheers for the red, white and blue!

2. Our flag stands for our country. So do we.

3. We all love our country. We all love our flag.

4. Every country has a flag of its own. Ours is red, white and blue.

5. The red is to show that we mean to be brave. The white shows

that we mean to be good. The blue shows that we mean to be true.

6. Let us all help one another to be brave and good and true. Then we shall be able to take the best of care of our dear, dear country.

7. Three cheers for the red, white and blue!

Resolving.

able a-ble

Combining.

f-ee-ble feeble
noble marble
ramble tremble
nimble thimble
table fable
cable stable
gable scramble

Resolving.

blue bl-ue

Combining.

tr-ue true
Sue glue
hue flue

Review.

drowned lived
crowned dared
skated hated
flag bag
drag tag
wag stag
wished fished
reached bleated
grated mated
bounded minded
corn corner
m-or-n morn
morning

The Lion at Home. After Bonheur.

lion

cub

only

1. Are you frightened?

2. No, indeed! Why should I be afraid of a picture?

3. You know, lions are not kind to children.

4. Not to children like me. They are kind to their own little ones.

5. Yes, the lion mother loves her babies. And these are quite pretty babies. What do they make you think of?

6. They look a little like kittens.

7. That is just what they are. The lion is only a big cat. But we call the little ones cubs.

8. Do you hear that, Mr. Lion? You are only a big cat. If I had one of your cubs, I would tame it for a pet.

Resolving.

mean m-ean

Combining.

lean bean

clean glean

Review.

spite spire

span spill

b-o-th both

m-o-st most

h-o-st host

ch-oke choke

ch-ink chink

forget

forgetful

manful

fearful

restful

tasteful

willful

Resolving.

tad-pole

pole p-ole

Combining.

st-ole stole

hole mole

papa Ha-ha work sometimes

1. Whose boy are you, Tommy?

2. I am your boy, Papa. I love you dearly.

3. Don't you love me, Papa? Am I not your boy?

4. Yes, Tommy. But what will Mamma do for a boy, if you belong to me?

5. Oh, I can be her boy sometimes.

6. When will you be Mamma's boy? When sweet-meats are about?

7. Yes, Papa, and at bed time.

8. And when will you be my boy? When I am going out, and want to take you with me?

9. Yes, Papa. And when you take me pig-a-back down stairs.

10. Ha-ha! I shall have the best of you, I am thinking. You are Mamma's boy for all the work and my boy for all the play.

Resolving.

lion l-i-on

Combining.

t-i-d-y tidy
B-i-ble Bible
riding writing
riper finer
whiter tiger
wider piper
penwiper.

Review.

Mamma's boy
our country
Ben's boat
my hand
Simon's fish
his line
Baby's toes
your house
duck's eggs
Birdie's nest

their mother
her chicks
mouse's eyes
horse's tail
Jack's pail
Tommy's nose
Pussy's claws
the king's men
the girl's name
the man's ax
Dolly's cradle

were Jippie

1. If all the seas
were one great sea,
What a great sea that would be!

2. If all the trees
were one great tree,
What a great tree that would be!

3. If all the frogs
were one great frog,
And all the logs
were one great log,
And all the dogs
were one great dog,
Where would my Jippie be?

---

4. Rain, rain, go away!
Come again another day.

Resolving.
disappeared
dis-appeared

Combining.
dis-like dislike
dismay disown
disable display

Resolving.
legs l-eg-s

Combining.
b-eg beg
keg peg

Resolving.
read r-ea-d

Combining.
ea-st east
yeast beast
beat peal
beak leak
feast least
heap leap
leaf wreath
veal meal
deal zeal

Resolving.
cub c-ub

Combining.
cl-ub club
grub rub
stub tub
hub snub

Review.
Jippie Birdie
peg Peggie
babies cookies
Bessie Mousie
Nellie Pussie
Mattie Hattie
Tillie Willie
Annie girlie
dearie doggie

Resolving.
fence f-en-ç̆e

Combining.
qu-in-ç̆e quince
d-an-ç̆e dance
ch-an-ç̆e chance
pr-in-ç̆e prince
pr-an-ç̆e prance
mince since
l-a-ç̆e lace
face place
brace race
space trace
fl-ee-ç̆e fleece
gr-o-ç̆-er grocer

METHOD.—In most of the words of the third column, the letter *c* has the sound of *s*, because of the *e* which follows it. We will give it a little mark, in spelling the words to indicate this sound. In most of these words, the *e* has no sound of its own, but is used merely to change the *c* from the sound of *k*, which it would otherwise have. In this lesson, we have our first occasion to mention letters by their names. We do so familiarly, as if it were nothing new.

1. Whose girl are you, Queenie?

2. I am your girl. I am Papa's girl, too. Papa loves me dearly. So do you.

3. Yes, you must be Papa's girl, too. Papa works hard all day to keep a home for you and Mamma.

4. I am so glad you both love me, Mamma! What should I do without you and Papa?

5. I do not know, dear.

6. I want to be good, Mamma, so that you will be glad to have me.

7. I know I am good sometimes, but I want to be good all the time.

8. Am I not a good girl to-day, Mamma?

9. Oh, yes! When you are good, you are very, very good. Then you are my girl.

Resolving.
in ĭ-n

Combining.
b-ĭ-d bid
f-ĭ-g fig
h-ĭ-p hip
d-ĭ-p dip
l-ĭ-p lip

Resolving.
bed b-ĕ-d

Combining.
h-ĕ-l-d held
l-ĕ-n-d lend
s-ĕ-ll sell
fed let
net jet

Resolving.
ox ŏ-x

Combining.
n-ĕ-x-t next
v-ĕ-x vex

Dexter
v-ĭ-x-en vixen
fix mix

Resolving.
wo͝rk w-o͝r-k

Combining.
w-o͝r-m worm
w-o͝r-se worse
word world
worth worst

METHOD.—We are analyzing now to find the very elements of which words are made. We find what was ī appearing as ĭ, what was ē appearing as ĕ, ō as ŏ and or as o͝r We must have marks to distinguish these sounds.

stopped toddled policeman

1. Such a time as we have had!

2. We lost our little Queenie. She let go Mamma's hand, and toddled off around the corner.

3. Who, do you think, found her? Why, a big policeman.

4. She was crying, but he soon stopped that. He gave her a big orange and some candy.

5. She stopped crying to eat the candy. Then he took her by the hand and led her home.

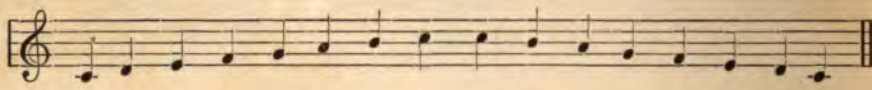
6. What do you think Mamma did then? Why, she took Queenie in her lap, and had a good cry.

7. Wasn't that a queer way to show how glad she was? I never saw Mamma cry before.

fat fate	fed feed	got goat
bat bait	fin fine	slop slope
clam claim	trip tripe	cut cute
Sam same	bit bite	cub cube
Ned need	is rise	plum plume
bed bead	hop hope	cur cure
Ben bean	on bone	us use

NOTE.—After this lesson, read to the children the poem on pages 128 and 129. Have them draw three pictures in illustration.

can c-ă-n	ă	not n-ŏ-t	ŏ	ā	ă
cane c-ā-ne	ā	note n-ō-te	ō	ē	ĕ
be b-ē	ē	cub c-ŭ-b	ŭ	ī	ĭ
bed b-ĕ-d	ĕ	cube c-ū-be	ū	ō	ŏ
bite b-ī-te	ī	baby bab-y̆	y̆	ū	ŭ
bit b-ĭ-t	ĭ	fly fl-ȳ	ȳ	ȳ	y̆



ă – – – – – – – – ă – – – – – – – –

ĕ – – – – – – – – ĕ – – – – – – – –

ĭ – – – – – – – – ĭ – – – – – – – –

ŏ – – – – – – – – ŏ – – – – – – – –

ŭ – – – – – – – – ŭ – – – – – – – –

y̆ – – – – – – – – y̆ – – – – – – – –

ā ē ī ō ū ȳ l m f n r s v.

METHOD.—Sing each short vowel to the scale, marking them for the purpose; then long sounds. It will be found that four of the latter are diphthongal. Long *a* equals ĕē; long *i* equals ăē; long *o* equals ŏo͝; long *u* equals ēo͝. Only the *e* is simple, the *y* being a repetition of the *i*. All of the continuous consonants are given. The children will laugh when they find that, though they can prolong the *f* and *s*, they cannot sing them.

1. Well, well, well! Here we have all the rainbow colors.

2. Red, orange, yellow, green, blue, and violet—all are here.

3. Which bird is red?

4. Why, the redbird, of course!

5. And which is orange?

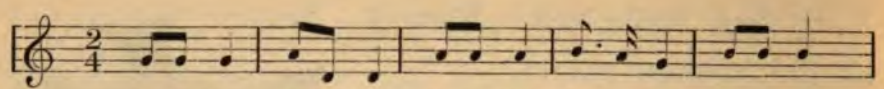
6. I cannot read his name. Let us ask the teacher.

7. Ah, little yellow bird! I know your name well enough.

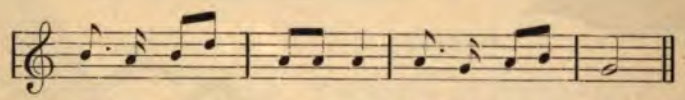
8. And here is Polly, in her bright, green coat!

9. The bluebird is blue. But—ah, now I have you! Where can you find violet?

NEW WORDS: *which, colors, ah, enough, ask.*



b–a ba b–e be b–i bi ba be bi b–o bo
c–a ca c–e ce c–i ci ca ce ci c–o co
d–a da d–e de d–i di da de di d–o do
f–a fa f–e fe f–i fi fa fe fi f–o fo
g–a ga g–e ġe g–i ġi ga ġe ġi g–o go



ba be bi bo b–u bu ba be bi bo bu
ca ce ci co c–u cu ca ce ci co cu
da de di do d–u du da de di do du
fa fe fi fo f–u fu fa fe fi fo fu
ga ġe ġi go g–u gu ga ġe ġi go gu

ha he hi ho hu na ne ni no nu va ve vi vo vu
ja je ji jo ju pa pe pi po pu wa we wi wo wu
ka ke ki ko ku ra re ri ro ru xa xe xi xo xu
la le li lo lu sa se si so su ya ye yi yo yu
ma me mi mo mu ta te ti to tu za ze zi zo zu

METHOD.—This song introduces oral spelling, and teaches the rule that a vowel at the end of a syllable usually takes the long sound. It also teaches the names of the letters, which the child is now ready to gather together and commit as the Alphabet. It also teaches that *c* is soft before *e* and *i*. *G* is usually soft before the long sounds of these letters. Mark the *ç* and *ġ* to indicate the soft sound. Pronounce initial *x* like *z*. The *w* will cause some hurrying, and possibly a laugh.

muzzle puppy mouth

For the Safety of the Public. After Caldwell.

1. Poor little Jippie! Some one has served you a mean trick. They have put Jack's muzzle on you.

2. Jack is a big dog. He has to have a muzzle, but you do not.

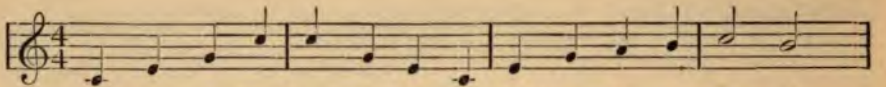
3. You are only a little puppy. You only bite in play.

4. You don't know what to do with the muzzle. You think you cannot stir with it on. There you sit, as still as a mouse.

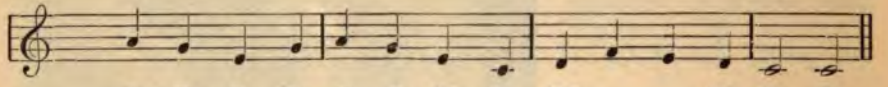
5. I will take it off. There, Jippie! Now you can run about and play again.

6. Take the muzzle and give it to Jack. Take it in your mouth, so, like a good little doggie.

7. Tell Jack it is too big for you.



A B C D E F G H I J K L M N

a b c d e f g h i j k l m n

O P Q R S T U V W X Y Z

o p q r s t u v w x y z

1. Come, Naughty! Sit up and sing your A B Cs for me.

2. That is right. You are a fine singer. You know your alphabet very well.

3. Now go and sing it to Puss. Don't frighten her.

prettiest

1. Can you write your A B Cs? I can write them all.

2. The *g* has a tail. It is like a tadpole. The *a* has no tail. It is like a frog.

3. Come and sit with me, Queenie. I will show you how to make the alphabet. Then we will sing it.

4. Naughty is a funny little dog. I tried to teach him the Alphabet Song, and he just howled.

5. Do it now, Naughty. Sit on this chair. Now sing your prettiest.

6. What did you say? "I won't!" Is that what you said?

7. Yes, I did. I said "I won't!" I don't like to sing that song. Bow-wow-wow!

8. Well, I will not make you sing it. But you must not say "I won't!" to your master. Be a good dog, or I shall have to put a muzzle on you.

rolled

1. Jippie and Jimmie
Were two little dogs.
They went to sail
On some floating logs.

2. The logs rolled over,
The dogs rolled in,
And they got very wet,
For their coats were thin.

river

3. Jippie and Jimmie
Crept out again.
They said the river
Was full of rain.

4. They said the water
Was far from dry.
Ki–yi! ki–yi!
Ki–yi! ki–yi!

promoted *finished* *wonder* *Auntie*

Dear Auntie:

I have some good news for you. I am going to be promoted.

Our class has finished the First Book in reading. We know a great many words, and can find out a great many more.

When we find a new word, we look to see if we know all its parts. If we do, we can tell what the word is.

The smallest parts are the letters. There are not so many of them as you would think,—only twenty-six. When they are all put together, we call them the Alphabet.

We sing them to a tune, and call it the Alphabet Song. Now we are learning to say all the letters, just as they should come, without the tune.

I can read a good deal in the pretty story book you sent me. But there are some word parts that I don't know yet, so I cannot make out all the words.

I suppose I shall learn the rest in the next class.

Your loving niece,

Jennie.

NURSERY SONG.

As I walked over the field, one day,
I listened, and heard a mother sheep say,
"In all the green world, there is nothing so sweet
As my little lamb, with his nimble feet.
With his eyes so bright,
And his wool so white—
Oh, he is my darling, my heart's delight!"

And the mother sheep and the little one,
Side by side, lay down in the sun.
And there they sleep on the hillside warm,
While my little lammie lies here on my arm.

I went to the kitchen, and what did I see
But the old, gray cat, with her kittens three?
I heard her whispering soft. Said she,
"My kittens, with tails so cunningly curled,
Are the prettiest things that can be in the world!
The old ewe, she
And the bird in the tree
May love their babies exceedingly,
But I love mine there,
In the rocking chair.
I love my kittens with all my might.
I love them at morning, noon and night.
Now I'll take my kitties, the kitties I love,
And we'll lie down together, beneath the stove."
Let the kittens sleep under the stove so warm,
While my little kitten lies here on my arm.

I went to the yard, and saw the old hen
Go clucking about, with her chickens ten.
She clucked, and she scratched, and she bustled away;
And what do you think I heard her say?
Why, this: "The bright sun never did shine
On anything like to these chickens of mine!
You may hunt the full moon, and the stars, if you please,
But you never will find such ten chickens as these.
My dear, downy darlings, my sweet little things,
Come, nestle in cosily, under my wings!"
So the hen said,
And the chickens all sped,
As fast as they could to their snug feather bed.
And there let them sleep, in their shelter so warm,
While my little chicken lies here on my arm.

Adapted from MRS. CARTER.

METHOD.—This poem is to be read to the children after the lesson on page 109. It should be *studied*, so as to be read, not with strained elocutionary effect, but with natural feeling. At the close of each stanza, address an imaginary child in arms.

AVAILABLE VOCABULARY.

1. The following words learned by the Word Method: and, am, again, after, any, away, are, about, apple, acorn, ax, able, ah, ask, alphabet, Auntie, by, baby, Bessie, blows, breaks, bone, bare, boys, broke, button, bread, bed, black, book, bags, birdie, ball, boat, big, be, been, better, buzz, both, began, blue, cradle, come, cupboard, clock, crown, came, children, cook, cow, calf, care, close, climbs, chicks, cloud, curl, could, country, cub, colors, down, dog, day, dive, dock, door, did, do, does, dear, dig, dry, deep, Dolly, dream, dreadful, dared, drowned, disappeared, eight, eyes, every, eat, egg, eighth, full, fun, four, five, fell, fair, fall, for, fly, flies, funny, feet, fishes, fast, frolic, frisk, freeze, frighten, fence, forehead, fire, first, fourth, fifth, finished, get, got, girls, goes, gave, garden, goat, good, great, grass, green, grows, glass, give, her, head, having, here, hill, his, he, have, has, hand, high, hold, horse, hen, hung, home, horrid, ha-ha, I, in, if, is, I've, jump, Jack, Jill, just, Jippie, know, kind, Kitty, king, kitten, little, lock, let, long, limbs, live, like, lost, leaves, loves, lap, leaf, line, legs, lion, mother, me, mouse, matter, my, met, man, marry, master, may, Mrs., monkey, mind, make, morning, mate, more, mice, Mamma, middle, myself, mean, Mr., muzzle, mouth, none, now, nine, no, never, nose, nest, naughty, nap, nice, number, ninth, on, old, off, out, one, of, orange, oak, oxen, only, poor, pail, play, pick, pie, penny, piece, put, pretty, peep, Puss, pull, proud, pert, pardon, Papa, policeman, puppy, prettiest, promoted, queen, rock, ran, reads, rest, red, roses, run, rope, round, right, robin, rolled, river, she, so, sea, saw, six, seven, struck, shoe, sticks, sit, straight, simple, Simon, said, sir, some, sang, song, sheep, says, strong, sleep, shall, sing, swing, sister, sail, sides, sad, scream, scolding, snow, should, spider, spinner, tree, top, to, there, town, two, three, ten, tumbling, Tommy, toes, taste, them, till, then, too, tall, take, throw, this, think, these, they, time, true, twelve, third, their, tenth, teach, tadpole, toddled, up, us, under, very, when, wind, will, went, was, we, what, water, where, woman, who, white, wool, wing, wall, well, wade, write, whisper, would, work, were, web, which, your, you, yes, yet, zig-zag. (A few others have been used, but not reviewed.)

2. A number of words that have been found within the foregoing in the course of analysis, including the following: all, air, at, an, as, ate, ever, ear, each, ink, ice, inner, or, other, oat, old, ox, out, board, cup, corn, but, loud, out, way.

3. Words derived from the foregoing by adding or taking away s, er, ing, ly, ed, en, ie, ble, ful, and dis.

4. More than twelve hundred words that are easy combinations of the following word parts with the foregoing words or with one another: ay, aster, atter, aw, ang, ack, ade, ail, ake, ame, âre, aste, ave, ass, ad, ast, ap, ai, ar, ā, ă, bl, br, b, ble, cl, cr, c, ch, ce, dr, d, dis, en, et, eep, ell, eave, est, ew, ent, ed, eāk, čad, eet, en, em, êre, eeze, eam, een, čad, es, el, ean, er, eg, ēa, ē, č, f, fr, fl, g, gr, gl, h, im, ive, ittle, ike, ine, ir, ing, ish, īnd, ide, ite, ick, īe, ig, id, irls, igh, isk, itten, ight, iddle, ider, is, iss, ire, ī, ĭ, j, k, l, m, n, ock, ook, ow, onger, ose, ot, ong, oke, o̤ve, ouse, ŏwn, oor, op, oes, ōne, oys, og, ood, ōme, ound, ore, olly, o͞o, ob, ost, ole, ōr, ō, ŏ, p, pl, pr, qu, r, s, sh, str, sl, st, sc, squ, sn, spr, sp, th, tr, t, tw, unny, u̇ll, ust, ut, ump, ung, ue, ub, ū, ŭ, v, w, wh, wr, x, ẏ, ȳ, ÿ, z.

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